

Proposal to Make Changes Without Regulatory Effect to Specific Sections of Title 5 of the California Code of Regulations

Summary

The Commission staff has reviewed Title 5 sections that pertain to the Commission and determined whether sections should be deleted or updated based on changes in the Education Code. This agenda item is the first of three agenda items to be presented to the Commission with proposed changes to Title 5 based on this review. Staff is proposing that the Commission approve changes to 50 sections of Title 5 that are obsolete and have no changes without regulatory effect.

Fiscal Impact

Funding for this project is provided in the Commission's baseline budget.

Policy Issues to be Resolved

Should the Commission delete obsolete sections of the California Code of Regulations, Title 5?

Staff Recommendation

Direct staff to proceed with preparing a Section 100 Changes document that either delete or amends 50 sections of Title 5 of the California Code of Regulations and submit it the Office of Administrative Law.

Background

During the process of making changes to the sections of Title 5 of the California Code of Regulations sections pertaining to the Administrative Services Credential the Commission staff found that certain sections of Title 5 were in some cases more restrictive than the statute cited as a reference. At the direction of the Executive Director the Professional Practices Division, the Professional Services Division and the Certification, Assignment and Waivers Division reviewed Title 5 sections that pertained to each Division. As a result of that review, staff found 65 sections of Title 5 that needed to be either deleted or updated. The affected sections have been classified as either Changes Without Regulatory Effect, Sections to be Deleted that Require a Public Hearing and Sections to be Updated that Require a Public Hearing. This is the first agenda item that addresses sections that can be changed without regulatory effect. The Office of Administrative Law allows changes and deletions to regulations without a rulemaking file and a public hearing if the changes are without regulatory effect.

Proposed Changes to Title 5 Regulations

Section 80014-Requirements for the Reading Certificate

Staff is recommending the deletion of the course work option stated in (a)(3)(B) because this option ended on June 20, 2000.

Section 80015-Requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate

Staff is recommending the deletion of Section (b)(3)(B) because it references using the Language Development Specialist examination to earn a CLAD certificate. The Commission stopped administering the LDS exam in 1995. Exam scores are valid for 5 years so the LDS exam can no longer be used to earn a CLAD certificate.

Section 80015.1-Requirements for the Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate

Staff is recommending the deletion of Section (a)(2)(C)(1) because it references using the Language Development Specialist examination to earn a BCLAD certificate. The Commission stopped administering the LDS exam in 1995. Exam scores are valid for 5 years so the LDS exam can no longer be used to earn a BCLAD certificate.

Section 80023-Types of Emergency Permits

Title 5 Section 80048.2(d)(2) states that the last date to issue a Specialist Instruction Credential in Special Education was June 30, 2001. Staff is recommending the deletion of Sections (g), (h), (i), (j), and (k) because as of June 30, 2001 the Commission no longer issues Specialist Instruction Credentials in Special Education as emergency permits.

Section 80085-Programs of Academic Preparation

Education Code §44311 requires the Commission to evaluate subject matter programs based on standards of program quality and effectiveness. Since this authority has already been given to the Commission, this section 80085 is unnecessary, therefore staff is recommending deleting this section.

Section 80085.1-Programs of Academic Preparation; General Requirements

Education Code Section 44311 requires that subject matter program standards be consistent with subject matter assessments and examinations adopted by the Commission. Since this section 80085.1 is more prescriptive than what the law requires staff is recommending deleting it.

Section 80086-Programs of Academic Preparation; Specific Requirements

This section was made obsolete by Education Code Section §44259 (b)(5) which requires that subject matter program standards be aligned with the K-12 Student Academic Content Standards. Staff is recommending deleting this section.

Section 80087-Institutional Procedures and Standards

Staff recommends deleting this section as it was made obsolete when the Commission began adopting and using program standards for approval of subject matter programs.

Section 80088-Approval of Programs of Academic Preparation

Staff recommends deleting this section as it was made obsolete when the Commission began adopting and using program standards for approval of subject matter programs.

Section 80412-Filing of Mailing Address

Staff is proposing deleting Section (b) because the Commission has moved twice since it resided at the “O” Street Office. It is not necessary to maintain the Commission address in Title 5 Regulations. Staff is also proposing clarifying section 80412 to add the words “in writing” to the notification process.

Section 80413.2-Specific Requirements for Preliminary and Professional Clear and Single Subject Teacher Credentials Pursuant to the Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997

Staff is recommending deletion of this section. Assembly Bill 877 (Statutes 2000, Chapter 703, Scott) and Senate Bill 299 (Statutes 2001, Chapter 342, Scott) both amended Education Code Section 44275.3, which is one of the references for this section of Title 5. The Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997 no longer exists, consequently this section 80413.2 is no longer necessary.

Section 80414-Specific Requirements, Period of Validity and Authorization for Teacher Trainee Certificate

Staff is recommending deletion of this section. The name “Teacher Trainee” was amended by Statutes 1987, Chapter 1468. The requirements have also changed over the past 16 years and now this section is obsolete.

Section 80422-Computer Education Coursework for the Clear Teaching Credential

Staff is recommending deletion of this section. The Education Code Section Reference 44261.7 for this section 89422 no longer exists in the Education Code. The computer education course through AB 1023 (Statutes 1997, Chapter 404, Mazzoni) became a requirement for both the preliminary credential and the professional clear credential, consequently this section is obsolete.

Subarticle 2 Guidelines for Staff Development Programs for Teachers of English Learners**Sections 80680-80690.1-Guidelines for Staff Development Programs for Teachers of English Learners**

Staff is recommending deletion the entire Subarticle 2 – Guidelines for Staff Development Programs for Teachers of English Learners. SB 395 (Statutes 1999, Chapter 685, Hughes) set a sunset date of January 1, 2003 as the last date a Certificate of Completion could be issued based on these guidelines.

§80014. Requirements for the Reading Certificate.

(a) The requirements for the Reading Certificate can be earned in one include all of the following ways:

~~(a) Through course work. The requirements for earning a Reading Certificate through supplementary course work include (1) through (3) below:~~

~~(1) Possession of a valid credential as specified in Education Code Section 44203(e).~~

~~(2) Completion of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency credential or permit.~~

~~(3) Completion of either of the following:~~

~~(A) an An approved reading certificate program and recommendation for the certificate by a California institution of higher education authorized by the Commission or the Committee on Accreditation to recommend for the certificate; or~~

~~(B) until June 30, 2000, completion of at least 12 semester units or the equivalent in quarter units of course work at a regionally accredited institution of higher education in all of the following areas 1 through 6:~~

~~1. Fluent reading: the role of extensive practice with appropriate materials including decodable texts; skills and strategies that contribute to independent reading, including phonemic awareness; linguistics, including phonological and morphological structure of the English language; decoding and word attack strategies, including systematic instruction in sound-symbol relationships; and spelling instruction.~~

~~2. Comprehension: academic language; background language; vocabulary development; comprehension and study strategies, including text analysis, narrative and expository text structure, and thinking strategies; comprehension monitoring, inference, summarization, predicting, questioning and clarifying; and independent reading.~~

~~3. Planning and delivery of instruction based on assessment, including diagnosis of reading deficiencies.~~

~~4. Intervention strategies for students at both early and intermediate levels of reading.~~

~~5. Related areas of study, including the psycholinguistics and sociolinguistics of reading and writing, and research on all of the following: the relationship of reading, writing and spelling; second language acquisition; how proficient readers learned to read; and how beginning readers learn to read.~~

~~6. Supervised field experiences that are integrated with the course work specified in 1-5 and involve assessment of struggling readers at both early and intermediate levels of reading acquisition, specified and tutoring or small group instruction of struggling readers at two or more reading levels, including both non-reader and struggling reader.~~

~~Any individual who qualifies by completing course work in areas 1 through 6 as specified may apply directly to the Commission for the Reading Certificate.~~

~~(b) Through course work and examination: The requirements for earning a Reading Certificate through a combination of supplementary course work and examination include (1) through (4) below:~~

~~(1) Possession of a valid credential as specified in Education Code Section 44203(e).~~

~~(2) Completion of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency credential or permit.~~

~~(3) Completion of at least six semester units or the equivalent in quarter units of course work at a regionally accredited institution in all of the following:~~

- ~~(A) Intervention strategies for students at both early and intermediate levels of reading.~~
- ~~(B) Related areas of study, including the psycholinguistics and sociolinguistics of reading and writing, and research on all of the following: the relationship of reading, writing and spelling; second language acquisition; how proficient readers learned to read; and how beginning readers learn to read.~~
- ~~(C) Supervised field experiences that are integrated with the course work specified in (A) and (B) and involve assessment of struggling readers at both early and intermediate levels of reading acquisition, and tutoring or small group instruction of struggling readers at two or more reading levels, including both non-reader and struggling reader.~~
- ~~(D) Passage, at the Reading Certificate level, verified by an official score report, of the performance assessment component of the Reading Instruction Competence Assessment (RICA), administered pursuant to Education Code section 44283, upon adoption of the implementing regulations.~~

~~Any individual who has completed requirements as specified in (1) through (4) may apply directly to the Commission for the Reading Certificate. This option for obtaining the Reading Certificate, found in §80014(b), will sunset two calendar years after the implementation date of the performance assessment component of the RICA.~~

NOTE

Authority cited: Sections 44225(q) and 44254, Education Code. Reference: Section 44254, Education Code.

§80015. Requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate.

A Crosscultural, Language and Academic Development (CLAD) Certificate can be earned in the following ways:

- (a) Through supplementary coursework: The requirements for earning a CLAD Certificate through supplementary coursework include (1) through (4) below:
 - (1) Possession of a valid credential or permit as specified in Section 80015.2(a).
 - (2) Verification of experience learning a second language obtained through one of the options described in subsections (A) through (P). One of the options must be completed. Partial completion of more than one option will not be accepted except that an applicant may combine partial completion of semester units under option (A) with language training under option (B) at fifteen hours of training equaling one semester unit. Any option or the combination of (A) and (B) must be completed with one language.
 - (A) Completion of six semester units (or nine quarter units) in coursework that emphasizes the learning of a language other than English (including American Sign Language). A grade of “C” or better. “Pass,” or “Credit,” must be earned in each course. This option must be verified by an official transcript from a regionally accredited college or university, or comparable institution outside the United States. Professional

Development and Continuing Education units from such institutions are acceptable. Coursework in the methodology of teaching a language is not acceptable.

(B) Completion of 90 hours of language training, with a grade of “C” or better or the equivalent, in a language other than English offered under the auspices of the California Department of Education's Bilingual Teacher Training Program (BTTP) or by a county office or school district whose program, prior to its implementation, has been deemed equivalent to the BTTP by the California Department of Education. This training is to be verified by a letter signed by an authorized representative of the BTTP or county or district program.

(C) Successful completion of the training in a language other than English given by the Peace Corps to volunteers preparing to serve in a non-English speaking country, verified by official Peace Corps documentation.

(D) Passage of either the Oral Subtest, the Essay Subtest, or the Reading Comprehension and Usage Subtest in a language other than English of a Bilingual Certificate of Competence Examination (administered pursuant to Education Code Sections 44253.5 and 44253.6 as those sections existed on December 31, 1992), verified by an official score report.

(E) Passage of any two of the four parts (listening, reading, speaking, and writing) of Test 6 of the CLAD/BCLAD Examinations, described in Section 80015.3, verified by an official score report.

(F) Passage of any nationally administered, standardized examination in a language other than English for which the Commission has established a passing score, verified by an official score report.

(G) A proficiency level of “novice-high” or above on the American Council on the Teaching of Foreign Languages, Inc. (ACTFL) Proficiency Guidelines or “0+” (zero plus) or above on the Interagency Language Roundtable (ILR) Proficiency Descriptions, verified by an official score report.

(H) A score on a College-Level Examination Program (CLEP) examination in a language other than English administered by the College Board equal to or higher than the minimum score recommended by the American Council on Education for awarding credit for two semesters, verified by an official score report.

(I) Possession of a teaching credential from another state that authorizes instruction in a language other than English.

(J) Residence in a non-English speaking country or countries for twelve consecutive months at age 18 or older, verified by passports, work visas, letters from employers, or other documents.

(K) Successful completion of one academic year (over a single period) at age 14 or above at a school in which all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.

(L) Successful completion of two academic years between the ages of 10 and 14, inclusive, at a school in which all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.

(M) Initial arrival at age 12 or older in the United States after having spent the years from birth to age 12 in a non-English speaking country or countries, verified by a birth certificate, passport, entry visas, or other documents.

(N) Successful completion of three years of course work in a language other than English in grades seven through 12 in a public or private school with an average grade of B or better, verified by an official transcript or a letter from the school.

(O) Achievement of a score on the Advanced Placement Examination in a language other than English offered by Educational Testing Service for which college credit or advanced standing is awarded, verified by either an official transcript or a letter from the registrar's or admission's office from a regionally accredited institution of higher education.

(P) Achievement on a college or university placement examination in a language other than English for which 1) a minimum of six semester academic units or the equivalent quarter units are awarded or 2) placement in an advanced level course, defined as no lower than the second year of a multi-year sequence, is given or 3) an exemption from a one year requirement is granted. This must be verified by either an official transcript or a letter from the registrar's or admission's office from a regionally accredited institution of higher education.

(3) Completion of 24 semester units (or 36 quarter units) or 12 upper-division/graduate semester units (or 18 upper-division/graduate quarter units) of coursework. The coursework must be applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university, and must be verified by an official transcript from such an institution. A grade of "C" or higher, "Pass," or "Credit" must be earned in each course. All of the coursework must be in the three subject areas listed in subsections (A), (B), and (C) below, and all three of the subject areas must be covered in the set of coursework used to satisfy this requirement.

(A) Language structure and first- and second-language development, including the following:

1. Language structure and use: universals and differences (including the structure of English), and
2. Theories and factors in first- and second-language development.

(B) Methodology of bilingual instruction, instruction for English language development, and specially designed academic instruction delivered in English, including the following:

1. Theories and methods of bilingual education.
2. Theories and methods of instruction for English language development.
3. Theories and methods of specially designed academic instruction delivered in English, and
4. Language and content area assessment.

(C) Culture and cultural diversity, including the following:

1. Nature and content of culture,
2. Crosscultural contact and interactions,
3. Cultural diversity in the United States and California, and
4. Providing culturally responsive instruction.

(4) Submission of a complete application packet and fee(s) as specified in Section 80487.

(5) The holder of a Supplementary Authorization in either English as a Second Language (ESL) or Introductory ESL may use that document to earn a CLAD Certificate. A Supplementary Authorization in ESL or Introductory ESL will remain valid as long as the holder's prerequisite teaching credential remains valid. A Supplementary Authorization in ESL or Introductory ESL authorizes instruction for English language

development, as defined in Education Code Section 44253.2(a), at the levels and in the grades specified in Sections 80057.5 and 80089 as those sections existed on January 1, 1993. The requirements for earning a CLAD Certificate for holders of the Supplementary Authorization in ESL or Introductory ESL include all of the following:

(A) Experience learning a second language as specified in Section 80015(a)(2).

(B) Completion of three semester units (or four quarter units) of coursework in the theories and methods of specially designed academic instruction delivered in English.

The coursework must be applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university, and must be verified by an official transcript from such an institution. A grade of "C" or higher, "Pass," or "Credit" must be earned in each course.

(C) Submission of a complete application packet and fee(s) as specified in Section 80487.

(6) The holder of a certificate of completion issued pursuant to Education Code § 44253.10 may use that document to earn a CLAD Certificate. The requirements for earning a CLAD Certificate for holders of such a certificate of completion include all of the following:

(A) Possession of a valid credential or permit as specified in Section 80015.2(a).

(B) Experience learning a second language as specified in Section 80015(a)(2).

(C) Completion of coursework as follows:

1. Holders of a certificate of completion for specially designed academic instruction delivered in English (SDAIE) earned by successful completion of either the staff development program specified in Section 80680(a)(1) or an equivalent three semester unit (or four quarter unit class) at a regionally accredited college or university must complete nine semester units (or twelve quarter units) of upper-division/graduate coursework as described in Section 80015(a)(3) above except that the coursework need not include the topics listed in subsections (A)1, (A)2, (B)3, and (C)4.

2. Holders of a certificate of completion for English language development (ELD) earned by successful completion of either the staff development program specified in Section 80680(a)(2) or an equivalent three semester unit (or four quarter unit) class at a regionally accredited college or university must complete nine semester units (or twelve quarter units) of upper-division/graduate coursework as described in Section 80015(a)(3) above except that the coursework need not include the topics listed in subsections (A)1, (A)2, (B)2, and (C)4.

3. Holders of two certificates of completion, one for SDAIE and one for ELD earned by successful completion of either the staff development programs specified in Section 80680(a)(1) and 80680(a)(2) or two equivalent three semester unit (or four quarter unit) classes at a regionally accredited college or university must complete six semester units (or eight quarter units) of upper-division/graduate coursework as described in Section 80015(a)(3) above except that the coursework need not include the topics listed in subsections (A)1, (A)2, (B)2, (B)3, and (C)4.

4. Holders of a certificate of completion for both SDAIE and ELD earned by successful completion of either the staff development program specified in Section 80680(a)(3) or an equivalent three semester unit (or four quarter unit) class at a regionally accredited college or university must complete nine semester units (or twelve quarter units) of upper-division/graduate coursework as described in Section 80015(a)(3) above except

that the coursework need not include the topics listed in subsections (A)1, (A)2, (B)2, (B)3, and (C)4.

(D) Submission of the original certificate or certificates of completion, or a verified true copy, as established in § 80435, of each certificate, used to apply for the CLAD Certificate.

(E) Submission of a complete application packet and fee(s) as specified in Section 80487.

(b) By examination: The requirements for earning a CLAD Certificate by examination include all of the following:

(1) Possession of a valid credential or permit as specified in Section 80015.2(a).

(2) Experience learning a second language as specified in Section 80015(a)(2).

~~(3) Passage of either (A), (B), or (C) below:~~

~~(A) Tests 1, 2, and 3 of the CLAD/BCLAD Examinations described in Section 80015.3. Each passing score must have been earned within five years prior to the date of application for a CLAD Certificate.~~

~~(B) Both parts of the Language Development Specialist Examination (administered pursuant to Article 3.5, commencing with Section 44475 of Chapter 3 of the Education Code as that article existed on December 31, 1992). Both passing scores on the Language Development Specialist Examination must have been earned within five years prior to the date of application for a CLAD Certificate.~~

~~(C) Tests 1 and 3 of the CLAD/BCLAD Examinations (described in Section 80015.3) and the Methodology Component of the Bilingual Certificate of Competence Examination (administered pursuant to Education Code Sections 44253.5 and 44253.6 as those sections existed on December 31, 1992). The passing scores on Tests 1 and 3 of the CLAD/BCLAD Examinations must have been earned within five years prior to the date of application for a CLAD Certificate. The passing score on the Methodology Component of the Bilingual Certificate of Competence Examination must have been earned within nine years prior to the date of application for a CLAD Certificate.~~

(4) Submission of a complete application packet and fee(s) as specified in Section 80487.

(c) By converting a Language Development Specialist Certificate: Converting a Language Development Specialist Certificate to a CLAD Certificate is not required. Unless used to apply for a CLAD Certificate, a Language Development Specialist Certificate shall remain valid as long as the holder's prerequisite teaching credential remains valid. The Language Development Specialist Certificate authorizes the same services as the CLAD Certificate as specified in Section 80015.2(b). The requirements for earning a CLAD Certificate by converting a Language Development Specialist Certificate include all of the following:

(1) Submission of the valid Language Development Specialist Certificate issued to the applicant.

(2) Submission of a complete application packet and a fee equal to one-half of the current credential application fee as specified in Section 80487.

NOTE

Authority cited: Sections 44253.9 and 44225(q), Education Code. Reference: Sections 44253.3, 44253.6, 44253.10, 44225(b) and 44225(d), Education Code.

§80015.1. Requirements for the Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate.

A Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate can be earned in one of the following ways:

(a) By examination: The requirements for earning a BCLAD Certificate by examination include all of the requirements specified in subsections (1), (2), and (3) below:

(1) Possession of a valid credential or permit as specified in Section 80015.2(a).

(2) Completion of one of the requirements listed below in subsections (A) through (I).

The Bilingual Certificate of Competence (BCC) Examination referred to in this section is the examination that was administered pursuant to Education Code Sections 44253.5 and 44253.6 as those sections existed on December 31, 1992. All test scores used to qualify for a BCLAD Certificate, with the exception of scores on the BCC Examination, must have been earned within seven years prior to the date of application for the BCLAD Certificate. BCC Examination scores used to qualify for a BCLAD Certificate must have been earned within nine years prior to the date of application for the BCLAD Certificate. The CLAD/BCLAD Examinations referred to in this subsection are those examinations described in Section 80015.3. In subsections (A), (E), (F), and (I) below, passage of the Language Component of the BCC Examination means passage of all three sections of that component that assess proficiency in a language other than English: oral, essay, and reading comprehension and usage. Passage of only one or two of these three sections will require the passage of all parts of Test 6 of the CLAD/BCLAD Examinations except those parts that assess the same area of proficiency assessed on the section(s) of the Language Component of the BCC Examination that were passed.

(A) Passage of the Culture, Methodology, and Language Components of the BCC Examination.

(B) Passage of Tests 1 through 6 of the CLAD/BCLAD Examinations.

(C) Passage of Tests 4, 5 and 6 of the CLAD/BCLAD Examinations and one of the following:

~~1. Passing scores on both parts of the Language Development Specialist Examination (administered pursuant to Article 3.5 commencing with Section 44475, of Chapter 3 of the Education Code as that article existed on December 31, 1992).~~

2. 1. Possession of a Language Development Specialist Certificate (pursuant to Article 3.5, commencing with Section 44475, of Chapter 3 of the Education Code as that article existed on December 31, 1992).

~~3.~~ 2. Completion of the coursework described in Section 80015(a)(3).

4. 3. Possession of a CLAD Certificate as described in Section 80015.

(D) Passage of the Culture and Methodology Components of the BCC Examination and passage of Test 6 of the CLAD/BCLAD Examinations.

(E) Passage of the Language and Culture Components of the BCC Examination and passage of Tests 2 and 4 of the CLAD/BCLAD Examinations.

(F) Passage of the Language and Methodology Components of the BCC Examination and passage of Test 5 of the CLAD/BCLAD Examinations.

(G) Passage of the Culture Component of the BCC Examination and passage of Tests 1-4 and 6 of the CLAD/BCLAD Examinations.

(H) Passage of the Methodology Component of the BCC Examination and passage of

- (I) Passage of the Language Component of the BCC Examination and passage of Tests 1-5 of the CLAD/BCLAD Examinations.
- (3) Submission of a complete application packet and fee(s) as specified in Section 80487.
- (4) In subsections (B), (C), (D), (G), and (H) above, the requirement to pass Test 6 of the CLAD/BCLAD Examinations may be waived by either of the following:
 - (A) Possession of a valid, non-emergency California Single Subject or Standard Secondary Teaching Credential with a major in a language other than English.
 - (B) Possession of a three-year or higher degree from a foreign institution in which all instruction is delivered in a language other than English. The foreign institution must be equivalent in status to a regionally accredited institution of higher education in the United States.
- (b) By converting a Bilingual Certificate of Competence: Converting a Bilingual Certificate of Competence to a BCLAD Certificate is not required. Unless used to apply for a BCLAD Certificate, a Bilingual Certificate of Competence shall remain valid as long as the holder's prerequisite teaching credential remains valid. The Bilingual Certificate of Competence authorizes the same services as the BCLAD Certificate as specified in Section 80015.2(c). The requirements for earning a BCLAD Certificate by converting a Bilingual Certificate of Competence include all of the following:
 - (1) Submission of the valid Bilingual Certificate of Competence issued to the applicant.
 - (2) Submission of a complete application packet and a fee equal to one-half of the current credential application fee as specified in Section 80487.

NOTE

Authority cited: Sections 44253.9 and 44225(q), Education Code. Reference: Sections 44253.4, 44253.6, 44225(b) and 44225(d), Education Code.

§80023. Types of Emergency Permits.

The following types of emergency permits are governed by the provisions of Sections 80023.1 through 80026.6, except 80025.

- (a) Emergency Multiple Subject Teaching Permit.
- (b) Emergency Multiple Subject Teaching Permit with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis.
- (c) Emergency Multiple Subject Teaching Permit with a Crosscultural, Language and Academic Development (CLAD) Emphasis.
- (d) Emergency Single Subject Teaching Permit with an authorization to teach one or more of the subjects identified in Education Code Section 44282.
- (e) Emergency Single Subject Teaching Permit with a Bilingual, Crosscultural Language and Academic Development (BCLAD) Emphasis with an authority to teach one or more subjects identified in Education Code Section 44282.
- (f) Emergency Single Subject Teaching Permit with a Crosscultural, Language and Academic Development (CLAD) Emphasis with an authority to teach one or more subjects identified in Education Code Section 44282.
- ~~(g) Emergency Specialist Instruction Permit for Teaching the Learning Handicapped.~~
- ~~(h) Emergency Specialist Instruction Permit for Teaching the Severely Handicapped.~~

- ~~(i) Emergency Specialist Instruction Permit for Teaching the Physically Handicapped.~~
- ~~(j) Emergency Specialist Instruction Permit for Teaching the Communication Handicapped.~~
- ~~(k) Emergency Specialist Instruction Permit for Teaching the Visually Handicapped.~~
- ~~(l) Emergency Resource Specialist Permit.~~
- ~~(m)~~ (g) Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing
- ~~(n)~~ (h) Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, including the Special Class Authorization.
- ~~(o)~~ (i) Emergency Library Media Teacher Services Permit.
- ~~(p)~~ (j) Emergency Bilingual, Crosscultural, Language and Academic Development (BCLAD) Permit.
- ~~(q)~~ (k) Emergency Crosscultural, Language and Academic Development (CLAD) Permit.
- ~~(r)~~ (l) Emergency Education Specialist Instruction Permit: Mild/Moderate Disabilities.
- ~~(s)~~ (m) Emergency Education Specialist Instruction Permit: Moderate/Severe Disabilities.
- ~~(t)~~ (n) Emergency Education Specialist Instruction Permit: Physical and Health Impairments.
- ~~(u)~~ (o) Emergency Education Specialist Instruction Permit: Deaf and Hard-of-Hearing.
- ~~(v)~~ (p) Emergency Education Specialist Instruction Permit: Visual Impairments.
- ~~(w)~~ (q) Emergency Education Specialist Instruction Permit: Early Childhood Special Education.

NOTE

Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), 44265 and 44300, Education Code.

§80085. Programs of Academic Preparation.

~~In accordance with the requirements of Sections 44310, 44311 and 44312 of the Education Code, the Commission shall evaluate a subject matter program submitted to it as adequate and appropriate for the purpose of waiving the respective subject matter examination, and shall grant such subject matter program waiver status upon fulfillment of the general requirements as specified in Section 80085.1 and the specific requirements as specified in Section 80086, by the institution requesting approval of such programs of academic preparation. In addition to fulfilling the requirements of Section 80085.1 and Section 80086, the following requirements shall be addressed by programs seeking Commission approval:~~

- ~~(a) The head of the institution shall submit a written statement assuring that the Dean or Director of Teacher Education was consulted as to the appropriateness of the proposed coursework during the institutional review of the submitted program(s).~~
- ~~(b) For purposes of clarification, an institution shall submit a matrix which indicates the relationship of each course, in the required 2/3, to the subjects listed in Title 5 Regulations Section 80086.~~

NOTE

~~Authority cited: Section 44225, Education Code. Reference: Sections 44310, 44311 and 44312, Education Code.~~

~~§80085.1. Programs of Academic Preparation; General Requirement.~~

~~To receive Commission approval, programs of academic preparation, other than foreign languages and mathematics, must contain a basic core of courses (a minimum of 30 semester units, or their quarter unit equivalent), not less than 2/3 of the total, which relate directly to those subjects “commonly taught” in the public schools. A listing and catalog description of courses clearly identifying which of the courses constitutes the 2/3 basic core must be provided. The remaining third (a minimum of 15 semester units or their quarter unit equivalent) shall include courses that provide breadth and perspective to supplement the essential basic core.~~

~~Institutions shall have the flexibility to define their program (both the required 2/3 core and remaining 1/3) in terms of specifically required coursework or in terms of electives within each area.~~

~~Institutions shall have the flexibility to determine whether their programs offer a specific course or courses for each subject “commonly taught,” or provide a course or courses offering multiple coverage across subjects “commonly taught,” as listed in Title 5 Regulations, Section 80086.~~

~~Programs of mathematics shall consist of a minimum of 30 semester units, or their quarter unit equivalent, plus 15 units of closely related subjects.~~

~~Programs of academic preparation for foreign languages shall consist of a minimum of 30 upper division semester units or their equivalent. This regulation is not intended to inhibit or unnecessarily restrict college or university curricula.~~

~~NOTE~~

~~Authority cited: Section 44225, Education Code. Reference: Sections 44310, 44311 and 44312, Education Code.~~

~~§80086. Programs of Academic Preparation; Specific Requirements.~~

~~(a) Agriculture: To include required courses in, or directly related to, ornamental horticulture, agriculture mechanics, animal science, plant science, forestry/horticulture, farm management/agriculture economics;~~

~~(b) Art: To include required courses in, or directly related to, art (general), crafts, ceramics, painting/drawing, art history, design;~~

~~(c) Business: To include required courses in, or directly related to, office services and related technologies (courses or demonstrated proficiency) accounting/computer literacy, economics and consumer business education, marketing/distribution;~~

~~(d) English: To include required courses in, or directly related to, composition, literature, linguistics;~~

~~(e) Government: To include required courses in, or directly related to, US Government/civics, introduction to law, emerging nations, comparative political systems;~~

- (f) ~~Health Science: To include required courses in, or directly related to, personal health, family health, community health, drug use and abuse, accident prevention and safety;~~
- (g) ~~History: To include required courses in, or directly related to, US History, world history, history of Western civilization, history of California, history of modern Europe, history of the non-Western world;~~
- (h) ~~Home Economics: To include required courses in, or directly related to, consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management, clothing and textiles;~~
- (i) ~~Industrial and Technology Education: To include required courses in, or directly related to, construction, electronics, energy and power, manufacturing, visual communications, and related technologies;~~
- (j) ~~Languages: To include required courses in, or directly related to, language, culture, linguistics, literature;~~
- (k) ~~Life Science: To include required courses in, or directly related to, biology, physiology, ecology, zoology, botany, marine biology;~~
- (l) ~~Mathematics: To include required courses in, or directly related to, first and second year algebra (or demonstrated proficiency); first and second year calculus, geometry, statistics, probability, computer programming, history of mathematics, number theory;~~
- (m) ~~Music: To include required courses in, or directly related to theoretical and historical background of music, instrumental, vocal;~~
- (n) ~~Physical Education: To include required courses in, or directly related to, dance, basic movement, sports and games, aquatics, gymnastics;~~
- (o) ~~Physical Science: To include required courses in, or directly related to, chemistry, physics, earth science;~~
- (p) ~~Social Science: To include required courses in, or directly related to, US History, history of California, US Government, world history, world geography.~~

~~NOTE~~

~~Authority cited: Section 44225, Education Code. Reference: Section 44311, Education Code.~~

~~§80087. Institutional Procedures and Standards.~~

~~The responsible head of the institution, following regular review by procedures appropriate to the institution, in consultation with the Dean or Director of Teacher Education, shall report to the Commission the subject matter programs of academic preparation the institution has selected as meeting the general and specific requirements cited in Sections 80085, 80085.1, and 80086.~~

~~NOTE~~

~~Authority cited: Section 44224, Education Code. Reference: Sections 44311 and 44312, Education Code.~~

~~§80088. Approval of Programs of Academic Preparation.~~

- (a) The institution shall submit seven (7) copies of the program of academic preparation and the letter from the responsible head of the institution, as cited in Section 80085 and Section 80087;
- (b) Commission staff will review the proposed program of academic preparation in terms of the general requirements, as stipulated in Section 80085.1;
- (c) The Commission shall appoint panels to review the programs of academic preparation for each of the statutory single subjects, in terms of the specific requirements as stipulated in Section 80086, and breadth and perspective to supplement the essential core. The panels shall also evaluate each program in terms of its adequacy and appropriateness as a waiver from the subject matter examination in terms of the requirements of Section 80085.1. Each panel shall be comprised of a minimum of three members, representing at least one each of the following: secondary teachers of the subject, college/university teachers of the subject, and supplemented by one public school specialist in curriculum or school administration.
- (d) Candidates initially enrolled in a subject matter program after June 30, 1984 shall be so enrolled in a Commission approved program that meets the requirements described in Title 5 Regulation Sections 80085.1 and 80086.
- (e) Subject matter programs approved under regulations that existed on March 31, 1982 shall retain their approved status until June 30, 1984.
- (f) Candidates initially enrolled prior to June 1, 1984 in a Commission approved single subject matter waiver program approved under regulations that existed on March 31, 1982, shall have until June 30, 1988 to complete such program, or equivalent program, and apply for the appropriate single subject credential.

~~NOTE~~

~~Authority cited: Section 44225, Education Code. Reference: Sections 44310 and 44311, Education Code.~~

§80412. Filing of Mailing Address.

- (a) Every person applying for, holding, or to whom is issued, a credential, shall file with the Commission his or her present mailing address and shall notify the Commission in writing of any change therein.
- (b) ~~Such filing of address and notice of change therein shall be made in writing and delivered, or forwarded by mail, postage prepaid, to the Commissioner at the office of the Commission for Teacher Preparation and Licensing, 1020 O Street, Room 222, Sacramento, California 95814.~~

NOTE

Authority cited: Section 44225, Education Code.

~~§80413.2. Specific Requirements for Preliminary and Professional Clear Multiple and Single Subject Teaching Credentials Pursuant to the Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997.~~

~~(a) The minimum requirements for the five-year preliminary Multiple or Single Subject Teaching Credential pursuant to the Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997 are:~~

~~(1) possession of a valid comparable teaching credential from a state other than California that required both of the following:~~

~~(A) completion of a baccalaureate or higher degree from a regionally accredited institution of higher education and~~

~~(B) completion of a professional preparation program approved by the applicable state agency in the state where the program was completed; and~~

~~(2) an offer of employment from a California school district, county office of education, non-public, non-sectarian school or agency, or school operating under the direction of a California state agency. Service on the credential is restricted to the employing agency listed on the document. If the holder changes employing agencies, he or she and the new employer must request a change of restriction on the document.~~

~~(3) An individual who has previously been issued a California Multiple or Single Subject Teaching Credential or Permit is not eligible for this preliminary credential.~~

~~(b) On or before the end of the first year following the issuance date of the credential (year one deadline), the credential holder must pass the California Basic Educational Skills Test (CBEST).~~

~~(1) If the holder does not have a passing score on file with the Commission one month prior to the year one deadline, the Commission will send a credential inactivation notice to both the employer and the credential holder specifying the date on which the document will become inactive.~~

~~(2) The employer must remove the holder from the teaching position no later than the inactivation date specified in the notification, unless the holder provides the employer with his or her official CBEST verification transcript as proof of passage of the examination prior to the specified inactivation date. If the holder is removed from the teaching position, he or she may be returned to the position as soon as he or she provides the employer with his or her official CBEST verification transcript as proof of passage of the examination.~~

~~(3) The employer must submit a copy of the CBEST verification transcript to the Commission and the County Office of Education within ten working days of returning the holder to the teaching position. The Commission will send the employer and the holder a letter indicating the document has been reactivated once the scores are entered into the Commission's computer system.~~

~~(c) On or before the end of the fourth year following the issuance date of the credential (year four deadline), the credential holder must submit verification that he or she has completed the requirements for continuation of employment to the Commission using the form Verification of Completion of Requirements for a Credential Issued Pursuant to Education Code § 44275.3 (CL 813 Rev. 3/99), which is hereby incorporated by reference.~~

~~(1) The requirements for continuation of employment are:~~

~~(A) subject-matter competence verified either by examination as specified in Education Code Sections 44280 and 44281 and described in Title 5 Section 80071, or by completion of a subject-matter program as provided for in Education Code Section 44310 and described in Title 5 Sections 80085-80088 and 80094,~~

~~(B) knowledge of the Constitution of the United States, as specified in Education Code Section 44335, by one of the means described in Title 5 Section 80415; and~~

~~(C) demonstration of the study of alternative methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4).~~

~~(2) If the holder does not verify completion of the year-four requirements to the Commission at least three months prior to the year-four deadline, the Commission will send a credential inactivation notice to both the employer and the credential holder specifying the date on which the document will become inactive.~~

~~(3) The employer must remove the holder from the teaching position no later than the inactivation date specified in the notification unless the holder provides the employer with verification that all year-four requirements have been completed prior to the specified inactivation date. If the holder is removed from the teaching position, he or she may be returned to the position as soon as he or she provides the employer with official verification that all year-four requirements have been completed.~~

~~(4) The employer must submit verification of completion of requirements to the Commission and the County Office of Education within ten working days of returning the holder to the teaching position. The Commission will send the employer and the holder a letter indicating the document has been reactivated once verification has been entered into the Commission's computer system.~~

~~(d) To be eligible to apply for the professional clear credential, the holder must complete the following requirements in addition to the requirements listed above:~~

~~(1) study of health education as specified in Education Code Section 44259(c)(3)(A),~~

~~(2) study and field experience in methods of delivering appropriate educational services to pupils with exceptional needs in regular education programs as specified in Education Code Section 44259(c)(3)(B);~~

~~(3) study of computer-based technology as specified in Education Code Section 44259(c)(3)(C), and~~

~~(4) completion of an approved fifth year of study as specified in either Education Code Section 44259(c)(5) or Section 44227(e)(1).~~

~~NOTE~~

~~Authority cited: Sections 44225 and 44275.3, Education Code. Reference: Sections 44227(e), 44227(e), 44259(c) and 44275.3, Education Code.~~

~~§80414. Specific Requirements, Period of Validity and Authorization for the Teacher Trainee Certificate.~~

~~(a) The minimum requirements for the Teacher Trainee Certificate shall include all of the following:~~

- ~~(1) A baccalaureate degree from a regionally accredited institution of higher education, with a major or minor in the subject to be taught;~~
- ~~(2) Successful passage of the California Basic Educational Skills Test;~~
- ~~(3) Successful passage of the Commission-approved subject matter examination(s) for the subject area(s) in which the teacher trainee is authorized to teach;~~
- ~~(A) Applicants for a teacher trainee certificate authorizing the teaching of English are required to also pass the College Level Examination Program (C.L.E.P.) English Composition with Essay Examination;~~
- ~~(4) Verification by the governing board of the employing agency that fully credentialed teachers are not available and that the teacher trainee will be assisted and guided throughout the training period by a certificated employee who has been designated as a mentor teacher;~~
- ~~(5) A Certificate of Clearance verifying the trainee's personal identification and good moral character or a completed character and identification and clearance application and duplicate fingerprint cards;~~
- ~~(6) A completed application including verification of requirements (a)(1) through (a)(5); and the fees as specified in Section 80487.~~
- ~~(b) Authorization. The teacher trainee certificate authorizes the holder to teach the subject(s) named on the certificate in grades 9 through 12 or in grades 6 through 8 in a departmentalized Junior High School in the district whose governing board submitted the verification cited in (a)(4).~~
- ~~(c) Period of Validity. The teacher trainee certificate is valid for two calendar years. The governing board may request a one-calendar year extension of the certificate and the Commission may, upon application, grant such a request. Upon verification by the employing agency of completion of the professional development plan and verification of two years of full-time successful service as a teacher trainee, a completed application form, payment of appropriate fee, and recommendation of the Governing Board of the employing agency pursuant to Education Code Section 44328, the teacher trainee shall be issued a clear single-subject teaching credential.~~

~~NOTE~~

~~Authority cited: Sections 44225 and 44325, Education Code. Reference: Sections 44328 and 44830.3, Education Code.~~

~~§80422. Computer Education Coursework for the Clear Teaching Credential.~~

~~(a) Commencing July 1, 1988, successful completion of coursework in computer education shall be a requirement for the clear teaching credential. This requirement may be satisfied by a course of study offered or accepted by a college or university which has a Commission-approved program of teacher preparation. Each college or university recommending the applicant for a Clear Multiple or Single Subject Teaching Credential shall submit a plan for Commission approval indicating how this requirement will be met. Each plan submitted to the Commission shall include but not be limited to the following:~~

- (1) A description of the program elements which lead to the demonstration of the knowledge and skills as established herein;
 - (2) A description of how such program elements relate to each specified knowledge and skill area for each credential;
 - (3) A description of any program options available to each candidate for acquiring the knowledge and skills as established herein; and
 - (4) A description of the institution's procedures for giving partial or full credit or establishing equivalency toward the completion of this requirement which shall include, but not be limited to previous experience, coursework taken at other postsecondary institutions, including those out-of-state, college or university extension programs, and state-supported Teacher Education and Computer Centers.
- (b) For the purpose of these regulations, the following definitions apply:
- (1) "computer-based technology": technologies based on the computer such as, telecommunications, interactive video and compact disks.
 - (2) "system components": hardware such as printers, monitors, modems, disk drives, and other peripherals that work together in a system.
 - (3) "telecommunication" the use of computers, modems, and telephone lines to move information and data over extended distances.
 - (4) "networking": terminals and or computers, linked for the purpose of moving information from one place to another.
- (c) Commencing July 1, 1988, all Commission-approved institutions that recommend candidates for the Clear Multiple or Single Subject Teaching Credential shall provide evidence that the candidate has successfully completed a program in which he or she was required to do the following:
- (1) Identify issues involved in the access to, use, and control of computer-based technologies in a democratic society, including, but not limited to:
 - (A) the potential for positive and negative impacts upon the quality of life in the workplace, the home, the market place, and leisure activities;
 - (B) the moral, legal, and ethical implications; and
 - (C) the economic and social implications including the need to provide equitable access to the benefits of technology.
 - (2) Demonstrate:
 - (A) knowledge of basic operations, terminology, and capabilities of computer-based technology; and
 - (B) use of computer hardware, software, and system components for their various functions.
 - (3) Appropriate to the subject area and grade level, demonstrate a basic understanding of and an ability to use representative programs from each of the following categories:
 - (A) computer applications and tools such as word processing, data bases, graphics, spreadsheets, tele-communications, networking, and program languages;
 - (B) computer-based technology assisted instruction and learning such as simulations, demonstrations, tutorials, and drill and practice; and
 - (C) teacher utility programs such as those for recordkeeping, generating instructional materials, and managing instruction.
 - (4) Demonstrate, within appropriate subject areas and grade levels, the application and use of a computer-based technology as a tool to enhance the development of problem

~~solving skills, critical thinking skills and processes are: Gathering and analyzing data, generating and testing hypothesis, classifying, comparing and contrasting, inferring, evaluating, composing, and designing.~~

~~(5) Demonstrate the integration of a computer-based application into instruction in the candidate's selected subject area and/or grade level.~~

~~NOTE~~

~~Authority cited: Sections 44225(b) and 44261.7, Education Code. Reference: Section 44261.7, Education Code.~~

Subarticle 2. Guidelines for Staff Development Programs for Teachers of English Learners

§80680. Guideline Category 1: Guidelines for the Content of Staff Development Programs.

~~(a) Three kinds of staff development programs for teachers of English learners may be offered pursuant to Education Code Section 44253.10. The three kinds of programs are:~~
~~(1) Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE) as defined in subdivision (b) of Education Code Section 44253.2.~~
~~(2) Staff Development Programs in English Language Development (ELD) Instruction as defined in subdivision (a) of Education Code Section 44253.2.~~
~~(3) Staff Development Programs in SDAIE and ELD Combined.~~
~~(b) As specified in Sections 80681, 80682 and 80683 of this code, the content of the three kinds of staff development programs shall be consistent with the provisions of Sections 80681.1 through 80681.4, 80682.1 through 80682.4, and 80683.1 through 80683.4.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80681. Guideline Subcategory 1-A: General Content Guidelines for All Programs.

~~The content of all Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD Combined shall be consistent with the provisions of Sections 80681.1 through 80681.4, inclusive.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80681.1. Guideline 1: Understanding Background Characteristics of English Learners.

~~(a) Staff development programs shall describe the varying background characteristics of English learners. Participants shall demonstrate understanding of the diverse cultural, linguistic, socioeconomic, educational, and experiential background factors that characterize English learners, and the impact of these factors on school adjustment, learning, and language acquisition.~~

~~(b) To better understand and meet their English learners' educational needs, participating teachers shall learn how to obtain specific kinds of background information about their students, such as:~~

~~(1) prior educational experiences;~~

~~(2) sociocultural background;~~

~~(3) socioeconomic circumstances of families;~~

~~(4) language or languages spoken in the home; and~~

~~(5) whether students are immigrants, refugees or native born. If students are immigrants or refugees;~~

~~(A) their country or origin;~~

~~(B) their circumstances of immigration; and~~

~~(C) their age on arrival to the United States.~~

~~(c) Staff development programs shall also present basic culture concepts, including ways in which cultures may be similar or different, and the effects such differences may have on English learners in schools, such as the following:~~

~~(1) congruence between the home and school cultures;~~

~~(2) how families and educational institutions relate to each other;~~

~~(3) values and norms concerning roles and responsibilities of children at home and at school; and~~

~~(4) family and school expectations concerning regular school attendance.~~

~~(d) Staff development programs shall explain parameters of diversity, such as the above, and offer resources for finding information about cultural groups of students.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80681.2. Guideline 2: Educational Equity and Positive Intercultural Relations.

~~(a) Staff development programs shall provide specific strategies to promote educational equity in the classroom, foster intercultural relations, and validate pupils' families, languages and cultures. Participants shall demonstrate understanding of and ability to use a variety of classroom strategies that promote educational equity, high expectations of student achievement, and positive relations among students and between the school and home.~~

~~(b) Participating teachers shall learn how to promote educational equity by holding high achievement expectations for all learners and by utilizing such strategies as:~~

- ~~(1) cooperative learning to promote social and academic development and to equalize student status;~~
- ~~(2) heterogeneous grouping to promote positive interaction among diverse students and to avoid negative impacts of tracking and rigid ability grouping;~~
- ~~(3) flexible grouping to permit different students to work together at different times for different purposes;~~
- ~~(4) calling on students consciously, sensitively and equitably to ensure equal opportunity for successful participation; and~~
- ~~(5) varying instructional formats (whole class, small group, pairs, individuals) to ensure daily opportunities for each student to feel comfortable with and able to participate in learning activities.~~
- ~~(c) Staff development programs shall examine ways for teachers to establish positive intercultural relations within the classroom by portraying all cultures positively and by teaching positive conflict management and resolution through strategies such as the following:~~
 - ~~(1) the use of quality multicultural literature that reflects students' home languages and cultures as well as those of other groups;~~
 - ~~(2) acknowledging students' home languages and cultures during personal interactions;~~
 - ~~(3) modeling acceptance and understanding of cultural differences;~~
 - ~~(4) incorporating aspects of students' home languages and cultures into instruction, where possible; and~~
 - ~~(5) providing class time in a supportive environment to discuss and resolve interpersonal problems that may arise.~~
- ~~(d) Programs shall also encourage teachers to become self-reflective so as to avoid possible unconscious bias related to students' birthplace, citizenship status, gender, culture, ethnicity, race, religion, socioeconomic status, language proficiency, and/or disability.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80681.3. Guideline 3. Definition and Role of ELD and SDAIE in the Education of English Learners.

- ~~—(a) Staff development programs shall provide participants with clear definitions of English language development (ELD) and specially designed academic instruction delivered in English (SDAIE), emphasizing language development as the primary goal of ELD and the comprehension and learning of grade-appropriate or advanced curriculum content as the primary goal of SDAIE. Staff development programs shall also describe the students whom ELD and SDAIE are designed to serve, and the place of ELD and SDAIE within students' overall academic program. Participants shall be able to explain the definition, rationale and purpose of ELD and SDAIE, including how they interrelate~~

and work together to provide maximum language and content learning opportunities for English learners and ensure access to the core curriculum.

(b) ELD shall be defined as the systematic use of instructional strategies designed to promote the acquisition of English by students whose primary language is other than English. Such instruction may form part of a bilingual program or a program in which English is the only language of instruction.

(c) SDAIE shall be defined as a set of systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners with intermediate English language proficiency. The purpose of SDAIE is to provide English learners with access to the core curriculum at the same academic level as provided to their native English-speaking counterparts.

(d) Staff development programs shall emphasize that SDAIE strategies focus on:

(1) creating instruction that capitalizes on students' prior knowledge, including cultural knowledge;

(2) tailoring teacher talk to students' English language proficiency levels by accompanying verbal explanations with visuals, realia, dramatization, and other non-verbal cues to make meaning clear;

(3) providing opportunities for students to process material (e.g., question, discuss, review, rehearse, read, write about and/or represent instructional content) in a variety of formats (e.g., individually, in pairs, in groups or in conferences with the teacher); and

(4) using assessment methods that permit students to display learning in a variety of ways, both verbal and nonverbal.

NOTE

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80681.4. Guideline 4. Theories of First and Second Language Acquisition.

(a) Staff development programs shall compare and contrast general theories of first and second language acquisition. Instructors shall discuss how those theories inform teaching practices for English learners. Staff development programs shall also describe current views of how a second language is acquired, including psychological, sociocultural, and political factors to the extent that these factors assist teachers in better understanding and tailoring instruction to their English learners. Participants shall be able to demonstrate understanding of current views and concepts of second language acquisition as these relate to English learners in their classrooms.

(b) Participating teachers shall demonstrate familiarity with past and present theories about how languages are acquired and knowledge of how different theories have influenced second language teaching methods (e.g., the influence of behaviorist theory on the audiolingual method; the relationship between innatist theories and the concept of “comprehensible input” in language acquisition; the relationship between social interactionist theories and the use of cooperative learning to promote second language acquisition). Teachers shall examine the processes and factors involved in second

language acquisition, and shall demonstrate understanding of psychological, sociocultural and political factors that affect English learners as they grow in language, learning and personal identity. By examining theory and relating it to teaching methods, participants shall perceive both the importance and limitations of theory.

(c) Staff development programs in ELD shall include the following topics:

(1) Language acquisition theories as they relate to primary and secondary languages (theories listed in reverse of historical sequence)

(A) Social Interactionist

(B) Innatist

(C) Behaviorist

(2) Second language acquisition concepts that influence current pedagogy

(A) Input/intake/output

(B) Learning/Acquisition (formal/informal)

(C) Natural Order Hypothesis

(D) Creative Construction Theory

(3) Second language acquisition in relation to bilingual development

(A) Age when second language acquisition began and the effects of age on eventual attainment in English language proficiency, academic achievement in English, and primary language development and/or maintenance

(B) Interactions between a bilingual learner's two languages during language acquisition and use:

(1) transfer and interlanguage

(2) common underlying proficiency model

(3) code-switching

(C) The role and effect of primary language literacy and schooling on second language acquisition and academic achievement in the second language

(D) Literacy traditions of the primary language in the natal culture

(1) whether there is a writing system and whether the writing system is alphabetic, syllabic or logographic

(2) similarities and differences between the writing system and that of English

(3) similarities and differences between the rhetorical styles of the primary language and that of English

(4) Psychological factors

(A) Personality

(B) Motivation

(C) Learning styles or preferences

(5) Sociocultural and political factors affecting bilingualism and second language acquisition

(A) Differential status/prestige of languages

(B) Dialect and standard languages

(C) Acculturation patterns; language maintenance, language shift, language loss

NOTE

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

~~§80682. Guideline Subcategory 1-B: Additional Content Guidelines for Staff Development in Specially Designed Academic Instruction Delivered in English (SDAIE).~~
~~The content of Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), and in SDAIE and ELD Combined, shall be consistent with the provisions of Sections 80682.1 through 80682.4, inclusive.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80682.1. Guideline 5: Research and Theory for SDAIE.

- ~~(a) Staff development programs shall provide basic information on primary language development, second language acquisition, academic content instruction, and culture theory and research underlying SDAIE insofar as such information provides concrete, useful application to classroom practices that promote the educational success of English learners. Participants shall demonstrate knowledge of how primary language development, second language acquisition, content instruction and culture theory and research relate to SDAIE.~~
- ~~(b) Staff development programs shall provide a basic understanding of how research and theory relate to classroom organization and instruction for SDAIE. Teachers shall demonstrate understanding of:~~
- ~~(1) how primary and secondary languages are acquired;~~
 - ~~(2) relationships between oral and written language development;~~
 - ~~(3) how primary language development relates to academic learning and second language acquisition;~~
 - ~~(4) how sociocultural factors affect language acquisition and use;~~
 - ~~(5) how students' cultural and learning experiences may affect classroom performance;~~
 - ~~(6) how the teacher may function as cultural broker and home language validator;~~
 - ~~(7) how acculturation processes and stages may affect student performance; and~~
 - ~~(8) content learning and teaching strategy research as it applies to the participant's grade level and content area.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80682.2. Guideline 6: Matching Content Instruction to Language Abilities.

- ~~(a) Staff development programs shall model and explain strategies for matching pupils' English language abilities and prior knowledge with instruction that permits access to~~

~~rigorous, grade-appropriate curriculum content. Participants shall be able to take a lesson sequence or thematic unit and make the content understandable to learners with varying English language proficiency levels. In addition, staff development programs shall model and explain various patterns of classroom organization, student grouping and team teaching to meet the diverse language and content learning needs of students with varying English language proficiency levels, primary languages, and academic backgrounds. Participants shall be able to evaluate and modify their current classroom organization, grouping, and teaming patterns (as well as student placement criteria) at their school sites to better meet the educational needs of English learners.~~

~~(b) Participating teachers shall learn to use teaching strategies that help English learners understand curriculum content. These strategies include supporting teacher talk with non-verbal cues to convey content (e.g., demonstration, pictures, graphic organizers, etc.), as well as verbal supports to convey content (e.g., paraphrasing, repeating, checking for understanding). Teachers shall learn how to provide opportunities for students to process information (e.g., groupwork, pairwork, interactive journals, projects). Participants in SDAIE training shall learn how to make instruction comprehensible and promote learning by using a combination of strategies that:~~

- ~~(1) assess and validate prior knowledge;~~
- ~~(2) build new background knowledge;~~
- ~~(3) integrate language and content learning;~~
- ~~(4) organize instruction around themes;~~
- ~~(5) present content from multicultural perspectives;~~
- ~~(6) utilize cooperative/interactive strategies;~~
- ~~(7) employ heterogeneous and flexible groups;~~
- ~~(8) allow students to demonstrate knowledge in a variety of ways, (e.g., verbal, nonverbal, oral, written, pictorial, dramatization) individually, in pairs, and/or in groups;~~
- ~~(9) aim at a variety of academic and language proficiency levels;~~
- ~~(10) use various verbal and nonverbal means to check student comprehension (e.g., creating ways for students to ask for clarification, observing students' nonverbal response to instruction); and~~
- ~~(11) involve the selection and modification of multimedia and printed materials.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80682.3. Guideline 7: Using Language and Literacy for Learning Content.

~~(a) Staff development programs for SDAIE shall provide basic theory concerning literacy development among English learners, including relationships between primary and second language literacy. Criteria shall be provided for the selection and modification of literacy strategies that support English learners' comprehension and production of English text. Specific reading and writing strategies exemplifying these criteria shall be modeled with explanations as to how they assist English learners in reading and learning from English text, and in writing in English for a variety of audiences and purposes.~~

Participants shall demonstrate the ability to select, modify, and use a variety of literacy strategies that scaffold an English learner's ability to use oral discussion, reading, and writing for learning from a variety of written materials.

(b) Staff development programs shall provide a repertoire of content area learning strategies to help English learners comprehend and learn from a variety of written materials, including textbooks, encyclopedias, newspapers, tradebooks, comic books and other materials. Teachers shall learn a repertoire of writing strategies to enable students to write for a variety of audiences and purposes, including personal and academic purposes. Such strategies shall include:

- (1) pre-reading, during-reading, and post-reading strategies (e.g., into, through, and beyond for literature study);
- (2) previewing headings and subheadings, using graphic organizers, anticipation guides, field trips, journals, paired reading, literature response journals, directed listening-reading-thinking activities, oral presentations, and group presentations;
- (3) Cognitive Academic Language Learning Approach strategies (CALLA);
- (4) interactive journals and learning logs;
- (5) process strategies for pre-writing, drafting, revising, editing and publishing (e.g., oral discussion, mapping, clustering, drawing, response groups, author's circle, author's chair);
- (6) strategies to assist students with writing in various domains or genres for different audiences and purposes (e.g., contrastive rhetoric and instruction in text structure, voice, and word choice related to particular domains, genres, audiences and purposes); and
- (7) study skills.

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80682.4. Guideline 8: Assessment of Content Learning.

(a) ~~Staff development programs shall provide a variety of ongoing monitoring and assessment strategies that allow students to demonstrate knowledge in a variety of verbal and nonverbal ways, and that promote student growth, reflection, and self-assessment. Participants shall be able to describe, use and appropriately select from a variety of assessment strategies that permit English learners to demonstrate their learning through their modalities of strength.~~

(b) ~~Staff development programs shall emphasize that assessing LEP students' content learning through English, their developing language, may underestimate and/or misrepresent student achievement. Participating teachers shall learn how to use a variety of assessment methods that permit English learners to demonstrate learning through their modalities of strength, whether oral, written, visual, kinesthetic, or auditory, including, where feasible, opportunities to demonstrate learning through their primary language.~~

(c) ~~Participating teachers shall demonstrate a clear understanding of English language developmental patterns to understand perceived errors that are representative of second language development. Participants shall be prepared to look beyond surface errors toward understanding the message or intent of a student's oral or written English.~~

~~Methods to assess content learning shall include:~~

- ~~(1) performance-based assessment methods;~~
- ~~(2) portfolio assessment;~~
- ~~(3) teacher observation and evaluation of academic performance;~~
- ~~(4) learner self-assessment; and~~
- ~~(5) standardized tests with modifications to accommodate English learners, such as additional time to complete the test and instructions provided in the students' primary language.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80683. Guideline Subcategory 1-C: Additional Content Guidelines for Staff Development in English Language Development.

~~The content of Staff Development Programs in English Language Development (ELD), and in SDAIE and ELD Combined, shall be consistent with the provisions of Sections 80683.1 through 80683.4, inclusive.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80683.1. Guideline 9: Sociolinguistic Concepts and Terminology for Understanding English Language Development.

- ~~(a) Staff development programs shall provide basic sociolinguistic concepts and terminology that are necessary to observe, understand, describe and interpret the English language proficiency, development, and performance of English learners. Participants shall be able to recognize and describe aspects of English language development and use that characterize beginning, intermediate, and advanced English learners.~~
- ~~(b) Teachers shall examine oral and written language characteristics of students at different English proficiency levels, shall gain understanding of the social and psychological complexities of language structure and use, shall become attuned to developmental grammatical forms and communication strategies, and shall demonstrate understanding of oral and written language development. By examining ways that language experts have analyzed and described language structure and use, teachers shall develop an understanding of perceived English grammatical errors as representative of second language development, and they shall appreciate the extent to which English learners are able to use the English abilities they do have to achieve communicative goals and purposes in varied social contexts (e.g., playground, classroom, and home). Teachers shall demonstrate understanding of the following:
 - ~~(1) communicative competence as including both grammatical competence and the ability to follow social rules of language use (e.g., rules governing politeness, turn-taking, gaining access to a conversation, ending a dialogue, using silence communicatively);~~~~

- ~~(2) language structure (i.e., phonology, morphology, syntax);~~
- ~~(3) word meaning (i.e., semantics);~~
- ~~(4) language functions (e.g., instrumental, regulatory, imaginative, personal, heuristic);~~
- ~~(5) discourse strategies for oral and written language; and~~
- ~~(6) interlanguage, including sources of English learner errors, transfer from primary language, and typical monolingual English developmental errors (e.g., ambiguous and idiosyncratic errors).~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80683.2. Guideline 10: Methods for Second Language Teaching.

- ~~(a) Staff development programs shall model a variety of second language teaching methods and approaches, and shall compare and contrast them. Participants shall demonstrate the ability to select and use appropriate second language teaching methods according to the particular English language development needs of students.~~
- ~~(b) Participating teachers shall demonstrate knowledge of a variety of second language teaching methods and approaches to select from, such as:~~
 - ~~(1) total physical response;~~
 - ~~(2) natural approach;~~
 - ~~(3) communicative approach; and~~
 - ~~(4) content-based ESL.~~
- ~~(c) Teachers shall be acquainted with the theoretical perspectives underlying different methods. Staff development programs shall compare and contrast different methods, and shall delineate the strengths, weaknesses and appropriateness of each method for alternative types of programs and for students with varying ages and English language proficiency levels.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80683.3. Guideline 11: Literacy for English Language Development.

- ~~(a) Staff development programs shall briefly describe basic research findings on the reading and writing development of English learners, including:~~
 - ~~(1) relationships between primary and second language literacy development;~~
 - ~~(2) the impact of language proficiency on reading and writing performance; and~~
 - ~~(3) the role of meaningful, purposeful reading and writing in promoting second language acquisition.~~

- (b) Participants shall be able to select a variety of strategies that meet the specific, individual literacy development needs of English learners and that expand their ability to use reading and writing for a variety of purposes.
- (c) Program participants shall demonstrate an understanding that reading and writing are essential aspects of overall language proficiency. Various methods and strategies shall be demonstrated that assist English learners in reading and writing for a variety of purposes (e.g., recreation, learning, personal communication), including scaffolding strategies for beginning, intermediate, and advanced readers and writers, such as:
- (1) dialogue journals;
 - (2) shared reading with big and little books;
 - (3) language experience approach;
 - (4) guided reading with strategy lessons for using graphophonic, syntactic, semantic, and discourse cues for efficient reading;
 - (5) shared writing; and
 - (6) process writing (pre-writing, drafting, revising, editing, publishing).
- (d) As reading and writing development strategies are presented, special needs of English learners shall be addressed (e.g., treatment of language development errors in student writing, and making read-aloud stories comprehensible to English learners).

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80683.4. Guideline 12: Assessment of English Language Development.

- (a) Staff development programs shall demonstrate formal and informal methods of assessing English language development in the four language areas (i.e., listening, speaking, reading and writing), and shall emphasize the importance of utilizing a variety of assessment tools in a variety of language use contexts (e.g., during groupwork, in a testing situation). Participants shall be able to briefly describe and explain a variety of language assessment methods, including state-approved standardized language proficiency tests. In addition, participants shall be able to informally observe students' language use and describe the oral language development characteristics of each student.
- (b) Participating teachers shall understand and use formal and informal oral and written language assessment methods for programmatic purposes (e.g., program placement, redesignation), and for instructional purposes (e.g., documenting student growth, challenging students appropriately to higher achievement). Assessment shall include the use of measures to assess listening, speaking, reading, and writing, such as:
- (1) state-approved standardized language proficiency tests (e.g., LAS, BINL, Idea Oral Language Proficiency Test, BSM);
 - (2) informal, observational measures (e.g., SOLOM);
 - (3) portfolios and performance based measures, which may include:
 - (A) examples of students' drafts and published writing;
 - (B) lists of tradebooks, stories, novels read;

- ~~(C) teacher's anecdotal observations of listening, speaking, reading and writing behaviors and achievements;~~
- ~~(D) student self-evaluations;~~
- ~~(E) student inventory of topic interests for reading and writing; and~~
- ~~(F) student and or teacher goals for language development (both oral and written).~~
- ~~(e) Participating teachers shall learn the uses of assessment for promoting student self-reflection, identifying future instructional goals, and documenting student growth in oral and written language in terms that make sense to parents, teachers, administrators, and the students themselves.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80685. Guideline Category 2: Guidelines for the Quality of Staff Development Programs.

~~Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD Combined shall be consistent with the provisions of Sections 80686 through 80690.1, inclusive.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80686. Guideline Subcategory 2-A: Guidelines for the Qualifications of Staff Developers and Trainers of Staff Developers.

~~The qualifications of staff developers shall be consistent with Section 80686.1. The qualifications of trainers of staff developers shall be consistent with Section 80686.2.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80686.1. Guideline 13: Professional Qualifications of Staff Developers.

~~Responsibility for staff development programs shall be assigned to an individual or a team of individuals who have the following qualifications (individually or as a team):~~

- ~~(a) a valid teaching credential with a state-issued authorization to provide ELD and SDAIE;~~
- ~~(b) at least forty-five hours of additional training in the subject(s) of the staff development program (i.e., ELD and/or SDAIE);~~

- ~~(c) currency in the theories and methods of teaching of language minority students as reflected in professional participation in courses, conferences and/or workshops during the four years immediately prior to serving as instructor of the program;~~
- ~~(d) at least three years of documented, successful classroom teaching experience with linguistically and culturally diverse students in ELD and/or SDAIE, including affirmation that the students made progress in the content of instruction;~~
- ~~(e) at least forty five hours of training and experience in providing staff development;~~
- ~~(f) training and experience in peer coaching techniques, which may fulfill as much as twenty hours of the requirement of subsection (e) of this section; and~~
- ~~(g) completion of training for staff developers pursuant to Guideline 14 (Section 80686.2) which may fulfill as much as thirty five hours of the requirement of subsection (e) of this section.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

~~**§80686.2. Guideline 14: Professional Qualifications of Trainers of Staff Developers.**~~

~~Responsibility for the training of staff developers shall be assigned to an individual or a~~

- ~~(a) training equivalent to nine or more semester units of graduate level study in research, theory, and teaching methods for ELD and SDAIE, or a clearly related field;~~
- ~~(b) at least forty five hours of documented, successful experience preparing teachers to use ELD and SDAIE with English learners, including affirmation that the teachers assessed the preparation favorably;~~
- ~~(c) at least three years of documented, successful teaching experience with English learners at the K-12 level, including affirmation that the students made progress in the content of instruction;~~
- ~~(d) currency in the field of language minority student education and teacher preparation as demonstrated by professional activities during the four years immediately prior to serving as trainer of staff developers, including but not limited to conference, workshop, course and staff development presentations, and professional publications; and~~
- ~~(e) at least ten hours of training and experience in peer coaching techniques.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80687. Guideline Subcategory 2-B: Planning and Evaluation of Staff Development Programs.

The planning and evaluation of Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD Combined shall be consistent with the provisions of Sections 80687.1 through 80687.5, inclusive.

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80687.1. Guideline 15: Planning and Organization of Staff Development Programs.

~~Each staff development program shall be implemented according to a thorough, comprehensive and well-organized plan that includes goals, objectives, strategies, activities, materials, assessment plans and program evaluation procedures that are well-defined and coordinated with each other. The goals and objectives shall focus on the classroom skills that define effective teaching in ELD and SDAIE classrooms, and shall be consistent with the content guidelines in Category 1 (Sections 80681 through 80683.4, inclusive).~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80687.2. Guideline 16: Instructional Focus of Staff Development Programs.

~~The instructional content of each staff development program shall focus on and demonstrate the use of effective instructional practices for teaching English learners. The implications of theory and research for the selection and use of teaching strategies for English language development and specially designed academic instruction delivered in English shall also be emphasized.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80687.3. Guideline 17: Matching Instructional Content with Participants' Prior Knowledge and Experience with English Learners.

~~Each staff development program shall utilize a procedure for determining participants' prior knowledge and experience in teaching English learners, and shall adjust the relative emphasis and time spent on each guideline in Category 1 (Sections 80681 through 80683.4, inclusive) so as to reinforce, build upon and strengthen participants' prior knowledge and teaching competencies without unnecessary repetition. Each program shall provide maximum learning opportunities within the time allotted.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80687.4. Guideline 18: Active Modeling of Instructional Methods.

~~In each staff development program, instructors shall demonstrate and model a variety of interactive, experiential instructional methods and techniques that are (a) appropriate to the content of the program, and (b) consistent with the instructional philosophy, methods, and techniques being presented for use in teaching English learners.~~

~~Each program shall provide optimal opportunities for participants to be actively involved in understanding the content and developing the desired teaching strategies and skills. Participants shall have opportunities to discuss, debate, consider options, and reflect upon information cooperatively in pairs and groups; try out strategies; make and modify materials; and evaluate their own instructional practices with assistance and feedback from staff developers.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80687.5. Guideline 19: Assessment of Staff Development Programs.

~~Each staff development program shall utilize fair procedures for assessment of the quality and effectiveness of the staff development program. Such assessment shall be completed within the hours provided for the staff development. This assessment of the program shall include participants' feedback on the appropriateness and usefulness of program content, the consistency of the program with the guidelines, the quality of the instruction itself, and the effectiveness of procedures to provide monitoring, feedback, and support.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80688. Guideline Subcategory 2-C: Assessment of Staff Development Program Participants.

~~The assessment of participants in Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD Combined shall be consistent with the provisions of Sections 80688.1 and 80688.2.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80688.1. Guideline 20: Ongoing, Informal Evaluation of Each Participant's Learning.

~~Each staff development program shall utilize one or more ongoing, informal evaluation procedures by which each participant's knowledge and skill development is monitored periodically. Special assistance shall be provided to individuals, where needed, to ensure the successful acquisition of the knowledge and skills offered by the staff development program. The ongoing evaluation focus shall be on each participant's (a) knowledge of professional content presented during the program, and (b) demonstrated ability to successfully implement the strategies and techniques taught during the program. Peer observation and coaching shall be combined with presentational staff development methods (e.g., lecture, modeling, demonstration, discussion) to provide frequent opportunities for participants to practice, develop, and perfect their performance of the teaching strategies that are the focus of the training. Observation, monitoring, and feedback of each participant's efforts shall provide the basis for ongoing informal evaluation as the program proceeds.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80688.2. Guideline 21: Assessment of Participants at the Conclusion of the Program.

~~Each staff development program shall utilize a valid and reliable procedure by which participants' knowledge and skills are assessed at the conclusion of the staff development program. The assessment procedure shall include the results of ongoing monitoring and feedback pursuant to Section 80688.1, as well as a general evaluation of each participant's learning of the professional development content set forth in the applicable Sections 80680 through 80683.4, inclusive. The assessment procedure shall focus on the most important skills and knowledge presented in the program, and shall be flexible, multimodal, and experiential. Successful completion of the assessment shall be an essential part of completion of the program.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80688.3. Guideline 22: Assessment Requirements to Meet Federal Guidelines.

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80689. Guideline Subcategory 2-D: Administration of Staff Development Programs.

~~The administration of Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD Combined shall be consistent with the provisions of Sections 80689.1 through 80689.4, inclusive.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80689.1. Guideline 22: Allocation of Resources for Staff Development Programs.

~~Organizations offering staff development programs shall allocate sufficient fiscal and personnel resources to ensure the effective administration and implementation of each staff development program. To demonstrate sufficiency of resources, an educational organization that offers one or more staff development programs pursuant to Education Code Section 44253.10 shall make either (a) or (b) available to members of the public, including teachers, who request it.~~

~~(a) A schedule of programs to be offered by the educational organization and a detailed budget for the delivery of each program.~~

~~(b) Documentary evidence that the educational organization has previously offered and completed at least five extended programs of staff development for teachers.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80689.2. Guideline 23: Eligibility of Teachers to Participate in Combined SDAIE and ELD Staff Development in 45 Hours.

~~(a) To participate in staff development that combines SDAIE training and ELD training in a single program of 45 hours, each teacher must fulfill (1), (2) and (3).~~

~~(1) The teacher has completed nine or more years of full-time or equivalent teaching in the public schools of California.~~

~~(2) The teacher certifies either (A) or (B) or (C):~~

~~(A) that the teacher has passed one or more sections of the following state certification examinations:~~

~~1. either section of the Language Development Specialist Examination; or~~

~~2. either the Culture or the Methodology Component of a Bilingual Certificate of Competence Examination; or~~

~~3. any one of Tests 1-5 of the CLAD/BCLAD Examinations;~~

~~(B) that the teacher has completed thirty or more hours of prior training in any aspect of ELD and/or SDAIE;~~

(C) that the teacher has two years of full-time or equivalent experience teaching English learners using ELD and/or SDAIE methods.

(3) The teacher authorizes verification of (2)(A) or (2)(B), or (2)(C) by the school district or county office of education that is to issue the certificate of completion.

(b) The school district or county office of education that is to issue the certificate of completion may verify the teacher's certification of (2)(A) or (2)(B) or (2)(C) pursuant to subdivision (a) of this section.

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80689.3. Guideline 24: Program Length, Participation and Record Keeping.

(a) Each staff development program that leads to issuance of certificates of completion pursuant to Education Code Section 44253.10 shall consist of forty-five (45) contact hours of instruction by one or more instructors whose qualifications fulfill Section 80686.1 (Guideline 13). An instructor shall maintain accurate records of the attendance and participation of each candidate for a certificate of completion.

(b) The content of any prior training considered for credit towards the required forty-five (45) contact hours shall be consistent with the provisions of Sections 80680 through 80683.4 (Guidelines 1 through 12). The staff developer(s) responsible for granting credit for the prior training shall meet the qualifications found in Section 80686.1 (Guideline 13). Any person receiving prior credit must complete the same assessment procedure consistent with Section 80688.2 (Guideline 21) for that current staff development program for which prior credit is granted.

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80689.4. Guideline 25: Award of Certificates of Completion.

(a) In awarding certificates of completion pursuant to Education Code Section 44253.10, a school district or county office of education shall take reasonable efforts to ensure that certificates are awarded to teachers who meet all eligibility requirements and complete programs of staff development that are consistent with Sections 80681.1 through 80689.3, inclusive, of this code. The district or county office shall also take reasonable efforts to ensure that each certificate accurately stipulates, on its face, the authorization of the certificate, and that accurate records are maintained of the identity of teachers who have earned and received certificates.

(b) A certificate of completion that authorizes instruction in English language development and is issued pursuant to Education Code Section 44253.10 shall define "self-contained classroom" as an instructional unit in which the same teacher is responsible for instructing the same students in three or more subjects of the curriculum.

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80690. Guideline Subcategory 2-E: Eligibility of Organizations to Offer Staff Development Programs.

~~The eligibility of organizations to offer Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD Combined shall be governed by the provisions of Section 80690.1.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

§80690.1. Guideline 26: Eligibility of Educational and Professional Organizations to Offer Staff Development Programs.

~~(a) To offer staff development pursuant to Education Code Section 44253.10, organizations must be educational organizations or professional organizations in education. To be eligible, an educational or professional organization must have sufficient resources to complete the staff development program(s) that it offers to teachers. To demonstrate sufficiency of resources, a professional organization that submits a staff development proposal to the Commission pursuant to subsection (b) of this section shall include either (1) or (2) in the proposal.~~

~~(1) A detailed budget for the delivery of each staff development program, and a schedule of programs to be offered by the professional organization.~~

~~(2) Documentary evidence that the professional organization has previously offered and completed at least five extended programs of staff development for teachers.~~

~~(b) To offer a staff development program, a professional organization must submit a staff development proposal to the Commission for its approval.~~

~~(1) Within fifteen days of receipt of a staff development proposal, the Executive Director of the Commission shall inform the professional organization of the completeness or incompleteness of the proposal in relation to Guidelines 1 through 26.~~

~~(2) Within forty-five days of responding to the proposal pursuant to paragraph (1) of this subsection, the Executive Director shall inform the professional organization that the Commission has or has not approved the proposed program on the basis of Guidelines 1 through 26. The Commission's reasons for each disapproval, if any, shall be provided.~~

~~NOTE~~

~~Authority cited: Sections 44225(a), 44253.9 and 44253.10, Education Code. Reference: Sections 44253.2 and 44253.10, Education Code.~~

